Date	Class	Period

Subject Matter

Unit: 1 At the Pet Shop

Lesson: 1 Conversation Time

***S.B & W.B* Page 1**

***Warm up* : Review. Divide the class into pairs.** Pairs take turns standing up and introducing themselves to the class using the language from "Do You Remember?" For example: *I'm Mark. This is Rania. We're twelve. I'm talking. I'm listening*

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - Ask about people's appearance - describe people's appearance - identify speakers in a conversation	✓ *Student's Book* page 1 ✓ *Work book* page 1 ✓ *Black Board* *- CD player*	**Language Focus:** What's wrong? / I can't find my mum. / What does she look like? / She's tall and thin. She's wearing a red dress. / Is that your mum? / Yes! There she is. Thanks. / Mum! ***Function* :** Asking about and describing people's appearance	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ self-learning	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line,and so on. **Talk About the Picture** Scene 1: Look! Can you see a little boy and a little girl? Yes! There they are! The little boy is sad. He's crying. The little girl is sad, too, but she isn't crying. Scene 2 : The man wants to know what their mum looks like. Scene 3 : The little girl is happy now. The little boy runs to his mum, crying. 2. Ask the following questions while pointing to or touching the pictures (bold words) and pantomiming the actions or adjectives (italicized words). Scene 1: Can you point to the little boy? Can you point to the little girl? Scene 2 : Is the little boy crying? Is the little girl crying? Scene 3 : Can you point to the boy's mum? What's she wearing? Is the **little girl** sad now? **Practise the Conversation** **A. Listen and repeat.** Play the recording (first version of the conversation). Students listen and repeat. **B. Listen and point to the speakers.** Play the recording (second version of the conversation) **C. Role-play the conversation with a partner.** Students choose a partner and role-play the conversation. **D. Review. Listen and repeat.** Volunteers try to read or guess the Puppets' conversation.	**Workbook** Page 1 **A. Number the sentences in the correct order.** Answer Key 1 What's wrong? 2 I can't find my mum. 3 What does she look like? 4 She's tall and thin. She's wearing a red dress. 5 I s that your mum? 6 Yes! There she is. Thanks. 7 Mum! **B. Fill in the blanks. Use some words twice.** Answer Key 1. find 2. dad 3. he 4. like 5. He's 6. blue 7. shirt 8. short 9. dad 10. Yes 11. he	*5 MS* *10Ms* *15Ms*

Activity	**1. Say It Together.** Divide the class into Groups A and B, The two groups take turns roleplaying appropriate lines of the conversation in unison, speaking and responding to the student directly across from them. 2. **Combine the Conversations.**	**Home-assignment**	**Punctuate the following:** my name s ali

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 1 **At the Pet Shop**

Lesson: 2 Word Time

S.B & W.B Page 2

Warm up : **Conversation Review:** The Three Directors. (See Game 12, page 141.) Students open their Student's Books to page 1 and read the conversation after the teacher or recording. Then play the game using the conversation.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - identify new words "Pets" " - read the new words - write the new words	✓ *Student's Book* page 2 ✓ *Work book* page 2 ✓ *Black Board* *- CD player*	**Vocabulary :** Pets (kitten, puppy, rabbit, canary, fish, turtle, lizard, parrot)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	**Introduce the Words** Pets (kitten, puppy, rabbit, canary, fish, turtle, lizard, parrot **Talk About the Picture** This is a pet shop. Look at this boy! He's trying to catch some fish. The fish are not happy ! Uh-oh! A woman is running to the boy. She's angry ! Where's the lizard? It's on the rock. Oh, look, here's a turtle. Can you see the birds? There are three. And there are some little rabbits here. There is a little parrot over there. **Practise The words :** **A. Listen and repeat.** **B. Point and say the words.** **C. Listen and point.** A turtle./A puppy./A kitten./ Oo! A canary! A fish./ A lizard. / A parrot. / A rabbit. *Now listen and point to the speakers.* Now listen and point to the speakers. A: I can't find my sister. (young girl and shop assistant) B: What does she look like? A: She's wearing a blue dress. She's tall. A: Is that your bird? (young girl and woman with bird in hair) B: No, it isn't. A: Do you like puppies? (Mona and Kareem) B: Yes, I do **D. Write the words. (See pages 32–34.)**	**Workbook** Page 2 **A. Read and circle.** Answer Key 1. puppy 2. fish 3. canary 4. rabbit 5. turtle 6. parrot 7. kitten 8. Lizard **B. Read and write.** Answer Key 1. I t's a kitten. 2. It's a canary. 3. It's a fish. 4. It's a rabbit. 5. I t's a lizard. 6. It's a turtle. 7. It's a parrot. 8. It's a puppy.	*5 MS* *10Ms* *20Ms*

Activity	Personalize the Picture. Write man, woman, girl, boy, baby, and dog on the board. Point to and read each word. Students repeat. Divide the class into groups of four to six. Give each group a large piece of paper and crayons or markers.	**Home-assignment**	What's this? What's wrong?

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 1 At the Pet Shop

Lesson: 3 Practice Time

S.B & W.B Page 3

***Warm up* : Read and circle the odd one:**

1)	dad	zero	mum	man
2)	kitten	window	puppy	rabbit
3)	help	fish	meat	cereal
4)	car	turtle	puppy	lizard

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise declarative statements with want, positive and negative - express wants	✓ *Student's Book* page 3 ✓ *Work book* page 3 ✓ *Black Board* - *CD player*	Structures: Declarative statements with want, positive and negative [(I) want/don't want a (fish). (He) wants/doesn't want a (rabbit).] Function: Expressing wants	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work	**Introduce the Patterns:** 1. Pronoun Review. 2. (I) want a (fish). (I) don't want a (rabbit). 3. (He) wants a (fish). (He) doesn't want a (rabbit). 4. Practise for Fluency. **Practise the Patterns:** **A. Listen and repeat.** **B. Listen and repeat. Then practice with a partner.** **C. Look at page 2. Point to the picture and practice with a partner.** **D. Listen and sing along.** Students turn to the Unit 1 song I Want a Fish on page 57.	**Workbook Page 3** **A. Read and tick True or False.** Answer Key 1. False 2. True 3. True 4. True 5. False **B. Look and write.** 1. I want a puppy. I don't want a canary. 2. She wants a fish. She doesn't want a kitten. **C. Your turn. Draw and write.** Answer Key Answers will vary.	*15MS* *15Ms*

Activity	True Sentences. A volunteer says I want a (rabbit). He/She then shakes his/her head and says I don't want a (turtle). Seated students point to the volunteer, look at the teacher, and say (He) wants a (rabbit). (He) doesn't want a (turtle).	**Home-assignment**	**Look and write THREE sentences:**

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 1 **At the Pet Shop**

Lesson: 4 Phonics Time

S.B & W.B Page 4

Warm up : **Pattern Review: Sing Along.** Play the Unit 1 song I Want a Fish. Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - distinguish between short and long u - associate the sound of letters with the written form	✓ *Student's Book* page 4 ✓ *Work book* page 4 ✓ *Black Board* - *CD player* - *Picture Cards*	**Sound Focus:** short u, long u (bug, run, up, blue, glue, tune)	❖ *Brain Storming* ❖ *Problem Solving* ❖ Coopera -tive work	**Introduce the Sounds** short u, long u (bug, run, up, blue, glue, tune **Practise the Sounds** Students open their Student's Books to page 4. **A. Listen and repeat.** Focus students' attention on the consonant blend review words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books **B. Do they both have the same u sound? Listen and write √ or ×.** 1. duck, bus duck, bus 2. tube, Sue tube, Sue 3. cup, flute cup, flute 4. sun, bug sun, bug **Answer Key:** 1. √2. √ 3. × 4. √ **C. Read the sentences.** **D. Listen and match.** 1. tube, tube 2. flute, flute 3. duck, duck 4. June, June 5. luck, luck 6. up, up	**Workbook** Page 4 **A. Does it have short u or long u? Read and circle.** **Answer Key** short u: run, gum, bus, up, cup long u: Sue, glue, flute, June **B. Read and circle the words with the same u sound.** **Answer Key** 1. tune, June 2. gum, run 3. duck, up 4. sun, gum 5. run, duck 6. Sue, June **C. Look and write.** Answer Key 1. glue 2. up 3. June 4. tune 5. gum 6. run	*5 MS* *20Ms*

Activity	Check Short u or Long u. Write short u on the left side of the board, and long u on the right side. Divide the class into Teams A and B, **Suggested Words:** fun, tune, Sue, buzz, dune, plume, rug, jut, mud, rule, flute, dug	Home-assignment	Circle the odd one out : 1- sun glue flute tune 3- kitten puppy lizard cup 2- duck canary parrot cat 4- bus car truck up

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 2 At the Supermarket

Lesson: 1 Conversation Time

S.B & W.B Page 5

Warm up **: Phonics Review: What's Different?** Say three words, two with the same vowel sound and one with a different vowel sound.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - ask for help - ask about location - describe location - identify speakers in a conversation	✓ *Student's Book* page 5 ✓ *Work book* page 5 ✓ *Black Board* *- CD player*	**Language Focus:** Excuse me. Can you help me? / Sure. / Where's the rice? / It's in Aisle 3. It's next to the bread. / How about the chips? / I don't know. Let's look. / Great! Thanks. ***Function*** : Asking for help; asking about and describing location	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ self-learning	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line,and so on. **Talk About the Picture** **Scene 1:** This is **a supermarket.** There is a lot of food at the **supermarket.** **Scene 2 :** What's wrong? **This man** can't find the rice. But **this girl can** help him. She tells him where the rice is. It's in **Aisle Three.** It's next to the bread. **Scene 3 :** What about the **chips**? Where are they? **Scene 1:** Can you point to the man? Can you point to the girl? **Scene 2 :** Can the man find the rice? **Scene 3 :** Where's the rice? Do you like **rice**? **Practise the Conversation** **A. Listen and repeat.** Play the recording (first version of the conversation). Students listen and repeat. **B. Listen and point to the speakers.** Play the recording (second version of the conversation) **C. Role-play the conversation with a partner.** Students choose a partner and role-play the conversation. **D. Review. Listen and repeat.** Volunteers try to read or guess the Puppets' conversation.	**Workbook** Page 5 **A. Read and connect.** *Answer Key* Excuse me. Can you help me? Sure. (second picture) Where's the rice? It's in Aisle 3. It's next to the bread. (first picture) How about the chips? I don't know. Let's look. (fourth picture) Great! Thanks. (third picture **B. Read and circle.** ***Answer Key*** It's next to the bread. It's on the salad. It's next to the cake.	*5 MS* *10Ms* *15Ms*

Activity	1. **Put the Lines in Order.** (See Game 7, page .) Play the game using the target conversation. **2. Combine the Conversations.** Combine the Unit 1 conversation with the target conversation on the board in the following way: A: What's wrong? B: I can't find the rice. A: It's in Aisle 3. It's under the bread.B: How about the chips? A: I don't know. Let's look.	**Home-assignment**	**Listen and complete :** 1: What's ………………..? 2: I can't find the ……………………… .. 3: How ………………. the chips? 4: I don't know. Let's ……………… ..

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 2 At the Supermarket
Lesson: 2 Word Time
S.B & W.B Page 6

Warm up **: Conversation Review: Living Conversation.**
Students open their Student's Books to page 5. Say the conversation. Students repeat after each line. Divide the class into Groups A and B. Then divide the board into four large vertical columns.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - identify new words " Food items " - read the new words - write the new words	✓ *Student's Book* page 6 ✓ *Work book* page 6 ✓ *Black Board* *- CD player*	**Vocabulary :** Food items (meat, pasta, fish, butter, cereal, ketchup, egg/eggs, vegetable/v (egetables	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	**Introduce the Words** Food items (meat, pasta, fish, butter, cereal, ketchup, egg/eggs, vegetable/vegetables **Talk About the Picture** This is a supermarket. There are some people here. Look, here's Sokkara. Where's the ketchup? Oh, thereit is! And what is this man doing? He's looking at some meat. Ali is playing with some eggs. His mum isn't happy. Here are Mona and Kareem. They want cereal. **Practise The words :** **A. Listen and repeat.** **B. Point and say the words.** **C. Listen and point.** Eggs! Mm. Cereal! ketchup. butter. Meat. Fish. Vegetables. Pasta. Now listen and point to the speakers. A: Ali? (woman and her son near the eggs) B: Yes, mum. A: Don't play with the eggs, you'll break them. B: Ok, mum, sorry. A: What's this? (Kareem and Mona) B: It's cereal, I like it. A: Excuse me. Where's the cereal? (woman and shop assistant mid - scene) B: It's in Aisle 1. It's next to the pasta. **D. Write the words. (See pages 32–34.)**	**Workbook Page 6** **A. Read and write the letter.** ***Answer Key*** 1. b 2. d 3. a 4. g 5. c 6. e 7. h 8. f	*5 MS* *10Ms* *20Ms*

Activity	Personalize the Picture. Write man, woman, girl, boy, baby, and dog on the board. Point to and read each word. Students repeat. Divide the class into groups of four to six. Give each group a large piece of paper and crayons or markers.	Home-assignment	Workbook Page 6 Ex: **B. Read and circle.** Ex: **C. Look and write.**





Date	Class	Period

Subject Matter

Unit: 2 **At the Supermarket**

Lesson: 3 Practice Time

***S.B & W.B* Page 7**

***Warm up* : Read and circle the odd one:**

1)	meat	eggs	puppy	pasta
2)	kitten	window	puppy	rabbit
3)	help	fish	meat	cereal
4)	eggs	books	vegetables	carrots

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise Yes/No questions with want - ask about wants	✓ *Student's Book* page 7 ✓ *Work book* page 7 ✓ *Black Board* - *CD player*	**Structures:** Yes/No questions with want [Do (you) want eggs)? Yes, (I)) do./ No, (I) don’t. (I) want (pasta)./ Does (she) want (eggs)? Yes, (she) does./No, (she) doesn’t. (She) wants (pasta).] **Function:** Asking about wants	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work	**Introduce the Patterns:** 1. Pronoun Review. 2. Do (you) want (eggs)? Yes, (I) do. 3. Do (you) want (eggs)? No, (I) don’t. 4. Does (she) want (eggs)? Yes, (she) does. 5. Does (she) want (eggs)? No, (she) doesn’t. (She) wants (pasta). 6. Practise for Fluency. **Practise the Patterns**: **A. Listen and repeat.** **B. Listen and repeat. Then practice with a partner.** **C. Look at page 6. Point to the picture and practice with a partner.** **D. Listen and sing along.** Students turn to the Unit 1 song **Do You Want Pasta?** on page 29.	**Workbook** Page 7 **A. Read and match.** ***Answer Key*** 1. Does he want fish?N o, he doesn’t. He wants eggs. 2. Do they want meat?Yes, they do.3. Does it want pasta? N o, it doesn’t. It wants fish. **B. Look at the picture above. Write.** *Answer Key* No, she doesn’t. She wants fish. 2. Do they want eggs? No, they don’t. They want vegetables. 3. Does he want fish? Yes, he does.	*15MS* *15Ms*

Activity	True Sentences. A volunteer says I want a (rabbit). He/She then shakes his/her head and says I don’t want a (turtle). Seated students point to the volunteer, look at the teacher, and say (He) wants a (rabbit). (He) doesn’t want a (turtle).	**Home-assignment**	**Workbook** Page 6 **Ex: C. Read and write.**

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 2 At the Supermarket

Lesson: 4 Phonics Time

S.B & W.B Page 8

***Warm up* :** **Pattern Review: Sing Along.** Play the Unit 1 song I Want a Fish. Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - distinguish between short and long vowels - associate the sound of letters with the written form	✓ *Student's Book* page 8 ✓ *Work book* page 8 ✓ *Black Board* *- CD player* *- Picture Cards*	**Sound Focus:** short and long vowel review (cat, bed, pin, ‹box gum, cake, bee, bike, home, lute)	❖ *Brain Storming* ❖ *Problem Solving* ❖ Coopera-tive work	**Introduce the Sounds** short and long vowel review (cat, bed, pin, box, gum, cake, bee, bike, home, lute) **Practise the Sounds** Students open their Student's Books to page 8. **A. Listen and repeat.** Focus students' attention on the consonant blend review words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books **B. Listen and match** 1. red, red 2. coat, coat 3. jam, jam 4. tea, tea 5. nut, nut 6. kite, kite **Answer Key:** 1. short e 2. long o 3. short a 4. long e 5. short u 6. long i **C. Read the sentences.** **D. Listen and circle.** 1. pet, pet 1. short e 2. time, time 2. long i 3. hot, hot 4. wait, wait 5. bus, bus	**Workbook Page 8** **A. Read and fill in the chart.** ***Answer Key*** long a: rain, cake short a: cat, ant long e: bee, feet short e: bed, pen long i: kite, night short i: sick, pin long o: coat, home short o: sock, box long u: glue, blue short u: run, cup	*5 MS* *20Ms*

Activity	Name the Sound, Say a Word. Write bed, bee, bike, box, coat, cake, dog, duck, kite, pin, home, red, and run on the board. Point to each word and have students read it. Then divide the class into two or three teams. Name a vowel sound	Home-assignment	Workbook Page 6 Ex: **B. Read and circle the words with long vowel sounds.** **C. Find and circle three words with short vowel sounds.**

Self –evaluation :



Date	Class	Period

Subject Matter

Unit: 3 **At Mona's House**

Lesson: 1 Conversation Time

***S.B & W.B* Page 9**

***Warm up* : Phonics Review:** Where's the Bee? Divide the class into Groups A and B. Stand the Unit 2 Phonics Time Word Cards on the chalktray. Point to each card and have students read it. Then bring a volunteer (S1) to the board. S1 holds up two of cards. Seated students read the cards.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - Make an invitation - accept an invitation - turn down an invitation - identify the speakers in a conversation	✓ *Student's Book* page 9 ✓ *Work book* page 9 ✓ *Green Board* *- CD player*	**Language Focus:** Let's go to the cinema on Thursday. / I can't. How about Friday? / Sorry, I'm busy. Is Saturday okay? / No. What about Sunday? / Sure! / Sounds good! **Function** : Making an invitation; accepting/ turning down an invitation	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ Discussion	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring four students to the front of the classroom. Stand behind each student and model his/her lines of the conversation 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line,and so on. **Talk About the Picture** Scene 1: **Hoda** is climbing a **tree**. Scene 2: **These boys** and **girls** are sitting at the **table**. The **boys** are playing a **game**. Scene 3: **This girl** is painting a picture of flowers. **Practise the Conversation** **A. Listen and repeat.** Play the recording (first version of the conversation). Students listen and repeat. **B. Listen and find the speakers.** Play the recording (second version of the conversation) **C. Role-play the conversation with three other students.** Students choose a partner and role-play the conversation. **D. Review. Listen and repeat.** Volunteers try to read or guess the Puppets' conversation.	**Workbook** Page 9 **A. Unscramble and write the sentences.** Answer Key 1. Let's go to the cinema on Thursday. 2. I can't. How about Friday? 3. Sorry, I'm busy. Is Saturday okay? 4. N o. What about Sunday? 5. Sure! 6. Sounds good! **B. Write the missing days of the week.** Answer Key Monday Tuesday Wednesday Friday Saturday	*5 MS* *10M* *15Ms*

Activity	**Combine the Conversations**. Combine a conversation from Level 1 with the target conversation on the board in the following way: A: Good morning. B: Hello! Let's go to the cinema on Thursday. A: I can't. How about Friday? B: Sorry, I'm busy. Is Saturday okay?	Home-assignment	Listen and complete: 1- *Let's go to the …………. on Thursday.* 2- *What ……… Sunday?* 3- *…………….. good!* 4- *Sorry, I'm ……… ..*

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 3 **At Mona's House**

Lesson: 2 Word Time

***S.B & W.B* Page 10**

Warm up **:** Listen and complete:

1- *Let's go to the …………. on Thursday.*

2- *What ……… Sunday?*

3- *…………….. good!*

4- *Sorry, I'm ……… …*

Learning Objectives	**Teaching aids**	**Content**	**Teaching Strategies**	**Procedures**	**Assessment**	**Time**
By the end of the lesson , students will be able to **:** - identify new words " Everyday actions " - read the new words - write the new words	✓ *Student's Book* page 10 ✓ *Work book* page 10 ✓ *Green Board* *- CD player* *- Picture Cards*	**Vocabulary :** Everyday actions (have a snack, exercise, use a computer, watch videos, do homework, listen to music, clean up, wash the car)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	**Introduce the Words** Everyday actions (have a snack, exercise, use a computer, watch videos, do homework, listen to music, clean up, wash the car) **Talk About the Picture** Look, **Mona's father** is washing the *car*. His *neighbour* is listening to music. Inside the house, **Hoda** and her friend are watching **videos**. And here is **Mona's grandmother.** Can you see her? She's cleaning up. Tarek, **Mona's brother,** is doing homework. Mona is in the next room. She's using her computer.. **Practise The words :** **A. Listen and repeat.** **B. Point and say the words.** **C. Listen and point.** *Listen to music. Exercise.Have a snack Do homework.Watch videosWash the car.Clean up. Use a computer* *Now listen and point to the speakers.* A: *I'm thirsty. I want water. Do you want water?* (women exercising) B: Yes, I do. A: *Honey, where's the cheese?* (man and woman in kitchen) B: *It's on the shelf.* A: *Oh. There it is. Thanks.* A: *Hi! How are you, Kareem?* (Kareem and man washing car) B: *Fine, thanks. How are you?* A: I'm fine.**D. Write the words. (See pages 32–34.)**	**Workbook** Page 10 **A. Read and circle** Answer Key 1. exercise 2. have a snack 3. use a computer 4. clean up	*5 MS* *10Ms* *20Ms*

Activity	Personalize the Picture. Write man, woman, girl, boy, baby, and dog on the board. Point to and read each word. Students repeat. Divide the class into groups of four to six. Give each group a large piece of paper and crayons or markers.	**Home-assignment**	**Workbook**Page 10 **EX: B. Unscramble and write. Then number. ? EX: C. Read and write.**

Date	Class	Period

Subject Matter

Unit: 3 **At Mona's House**

Lesson: 3 Practice Time

***S.B & W.B* Page 11**

***Warm up* : Read and circle the odd one:**

1)	dad	zero	mum	man
2)	kitten	window	puppy	rabbit
3)	help	fish	meat	cereal
4)	car	turtle	puppy	lizard

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - practise *Wh*- questions with *when*; simple present **-** ask about daily routine	✓ *Student's Book* page 11 ✓ *Work book* page 11 ✓ *Green Board* *- CD player* *-Picture cards*	**Structures:** *Wh*- questions with *when*; simple present [*When do (you) (exercise)? (I) (exercise) (in the morning)./ When does (she) (exercise)? (She) (exercises) (at night).*]) **Function:** Asking about daily routine	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work	**Introduce the Patterns:** 1. Pronoun Review. 2. I (exercise) (in the morning). 3. (When do (you) (exercise)? (I) (exercise) (in the morning). 4. When does (he) (exercise)? (He) (exercises) (at night). 5. Practise for Fluency. **Practise the Patterns**: **A. Listen and repeat.** **B. Listen and repeat. Then practice with a partner.** **C. Look at page 10. Point to the picture and practice with a partner.** **D. Listen and chant.** Students turn to the Unit 1 song I Want a Fish on page 30.	**Workbook** Page 11 **A. Read and circle.** 1. When do they do homework? They do homework in the morning. 2. When does she wash the car? She washes the car in the afternoon. 3. When does it have a snack? It has a snack at night. 4. When does he watch videos? He watches videos in the evening.	*15MS* *15Ms*

Activity	**Make the Sentences.** Do the activity using *I, He, She, They, you, he, she they* grammar cards and Unit 3 Word Time Word Cards and Grammar Cards.	**Home-assignment**	**Workbook**Page 10 **EX B. Write the questions and answers.**

Date	Class	Period

Subject Matter

Unit: 3 At Mona's House

Lesson: 4 Phonics Time

S.B & W.B Page 12

***Warm up* :** **Pattern Review: Sing Along.** Play the Unit 1 song I Want a Fish. Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - distinguish between short and long u - associate the sound of letters with the written form	✓ *Student's Book* page 12 ✓ *Work book* page 12 ✓ *Black Board* - *CD player* - *Picture Cards*	**Sound Focus:** short u, long u (bug, run, up, blue, glue, tune)	❖ *Brain Storming* ❖ *Problem Solving* ❖ Coopera-tive work	**Introduce the Sounds** short u, long u (bug, run, up, blue, glue, tune **Practise the Sounds** Students open their Student's Books to page 4. **A. Listen and repeat.** Focus students' attention on the consonant blend review words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books **B. Do they both have the same u sound? Listen and write √ or ×.** 1. duck, bus duck, bus 2. tube, Sue tube, Sue 3. cup, flute cup, flute 4. sun, bug sun, bug **Answer Key:** 1. √2. √ 3. × 4. √ **C. Read the sentences.** **D. Listen and match.** 1. tube, tube 2. flute, flute 3. duck, duck 4. June, June 5. luck, luck 6. up, up	**Workbook** Page 12 **A. Does it have short u or long u? Read and circle.** **Answer Key** short u: run, gum, bus, up, cup long u: Sue, glue, flute, June **B. Read and circle the words with the same u sound.** **Answer Key** 1. tune, June 2. gum, run 3. duck, up 4. sun, gum 5. run, duck 6. Sue, June **C. Look and write.** Answer Key 1. glue 2. up 3. June 4. tune 5. gum 6. run	*5 MS* *20Ms*

Activity	Check Short u or Long u. Write short u on the left side of the board, and long u on the right side. Divide the class into Teams A and B, **Suggested Words:** fun, tune, Sue, buzz, dune, plume, rug, jut, mud, rule, flute, dug	**Home-assignment**	Circle the odd one out : 1- sun glue flute tune 3- kitten puppy lizard cup 2- duck canary parrot cat 4- bus car truck up

Self –evaluation :



Date	Class	Period

Subject Matter
Review 1
Story Time
***S.B & W.B* Page 13**

Warm up **: 2. Review Units 1–3 Conversations, Vocabulary,** and Patterns. Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Practice Time page (pages 3, 7, and 11). Elicit each conversation, vocabulary item, and pattern

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise units 1–3 conversations, vocabulary, and patterns	✓ *Student's Book* page 13 ✓ *Work book* page 13 ✓ *Green Board* *- CD player*	**Review Focus:** Units 1–3 conversations , vocabulary, and patterns	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ Discussion	**Work with the Pictures** Scene 1: Does **Sokkar** want to watch videos? Does **Sokkara** want to watch videos? Scene 2: When does Sokkara clean up? When do you clean up? Scene 3: When does Sokkara do her homework? When do you do your homework? Scene 4: Does Sokkar want to watch videos on Monday? Does Sokkara want to have a snack? Scene 5: When does Sokkar exercise? Scene 6: Who says "Let's exercise and eat, too"? **Work with the Text** Point to Sokkar's speech bubble in Scene 1. A volunteer tries to read what Sokkar is saying. If he/she reads correctly, do the same with Sokkara's speech bubble. If he/she does not readcorrectly, ask another student. **Practise the Story** **A. Listen and repeat.** **B. Look at A. Listen and point.** **C. Listen. Circle True or False.** *1. Sokkar exercises in the morning.* *Sokkar exercises in the morning.* *2. Sokkara exercises in the afternoon.* *Sokkara exercises in the afternoon.* *3. Sokkara cleans up in the afternoon.* *Sokkara cleans up in the afternoon.* *4. Sokkara does homework in the evening.* *Sokkara does homework in the evening.* *5. Sokkar doesn't exercise.* *Sokkar doesn't exercise.* *Answer Key:* 1. False2. False 3. True 4. True 5. True **D. Role-play these scenes.**	**Workbook** Page 13 **A. Read and write ✓.** *Answer Key* 1. I can't. How about Friday? 2. Where's the pasta? 3. She's wearing a green shirt. 4. I s that your dad?	*5 MS* *10M* *15Ms*

Activity	**Make a New Story.** Each student divides a piece of paper into six equal parts and comes up with his/her own version of the story by drawing original scenes and new characters.	**Home-assignment**	**Workbook Page 1 3 EX : B. Look and write.**

Self –evaluation :

Date	Class	Period

Subject Matter
Review 1
Activity Time
S.B & W.B Page 14

Warm up **Review Units 1–3 Vocabulary and Sounds.**
Students turn to each Word Time page (pages 2, 6, and 10) and Phonics Time page (pages 4, 8, and 12). Elicit each vocabulary item and sound.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise units 1–3 vocabulary and sounds	✓ *Student's Book* page 14 ✓ *Work book* page 14 ✓ *Green Board* *- CD player* *- Picture Cards*	**Review Focus:** Units 1–3 vocabulary and sounds	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	**SB PAGE 14** **Review** Students open their Student's Books to page 14. **A. Read and find the picture. Write the names.** **B. Read and complete the puzzle.** *Answer Key:* Down 1. fish 3. rabbit 4. mouse Across 2. lizard 5. bird 6. turtle	**Workbook** Page 14 **A. Read and match. Then number the pictures.** *Answer Key* 1. Does she want fish? No, she doesn't. She wants eggs. (second picture) 2. When do you watch videos? I watch videos at night. (first picture) 3. Does she want cereal? Yes, she does. (fourth picture) 4. When do they exercise? They exercise in the morning. (fifth picture) 5. He wants a puppy. He doesn't want a kitten. (third picture)	*5 MS* *10Ms* *20Ms*

Activity	**What's Different?** Say three words, twowith the same vowel sound and one with a different vowel sound (Suggested Words :*cat, bed, bad; flute, blue, sun; bike, light, late; tune, bug, gum; pin, peg, sick;run, Sue, up; bee, meat, make*	Home-assignment	**Workbook**Page **14EX: B. Read and circle.**

Date	Class	Period

Subject Matter
Unit: 4 Around Town
Lesson: 1 Conversation Time
S.B & W.B Page 15

Warm up : Phonics Review: Where's the Bee? Divide the class into Groups A and B. Stand the Unit 2 Phonics Time Word Cards on the chalktray. Point to each card and have students read it. Then bring a volunteer (S1) to the board. S1 holds up two of cards. Seated students read the cards.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - Make an invitation - accept an invitation - turn down an invitation - identify the speakers in a conversation	✓ *Student's Book* page 15 ✓ *Work book* page 15 ✓ *Green Board* *- CD player*	**Language Focus:** Let's go to the cinema on Thursday. / I can't. How about Friday? / Sorry, I'm busy. Is Saturday okay? / No. What about Sunday? / Sure! / Sounds good! **Function** : Making an invitation; accepting/ turning down an invitation	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ Discussion	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring four students to the front of the classroom. Stand behind each student and model his/her lines of the conversation 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line,and so on. **Talk About the Picture** Scene 1: **Hoda** is climbing a **tree**. Scene 2: **These boys** and **girls** are sitting at the **table**. The **boys** are playing a **game**. Scene 3: **This girl** is painting a picture of flowers. **Practise the Conversation** **A. Listen and repeat.** Play the recording (first version of the conversation). Students listen and repeat. **B. Listen and find the speakers.** Play the recording (second version of the conversation) **C. Role-play the conversation with three other students.** Students choose a partner and role-play the conversation. **D. Review. Listen and repeat.** Volunteers try to read or guess the Puppets' conversation.	**Workbook** Page 9 **A. Unscramble and write the sentences.** Answer Key 1. Let's go to the cinema on Thursday. 2. I can't. How about Friday? 3. Sorry, I'm busy. Is Saturday okay? 4. N o. What about Sunday? 5. Sure! 6. Sounds good! **B. Write the missing days of the week.** Answer Key Monday Tuesday Wednesday Friday Saturday	*5 MS* *10M* *15Ms*

Activity	Combine the Conversations. Combine a conversation from Level 1 with the target conversation on the board in the following way: A: Good morning. B: Hello! Let's go to the cinema on Thursday. A: I can't. How about Friday? B: Sorry, I'm busy. Is Saturday okay?	Home-assignment	Listen and complete: 1- *Let's go to the …………. on Thursday.* 2- *What ……… Sunday?* 3- *…………….. good!* 4- *Sorry, I'm ……… ..*

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 4 **Around Town**
Lesson: 2 Word Time
***S.B & W.B* Page 16**

Warm up **:** Listen and complete:
1- *Let's go to the …………. on Thursday.*
2- *What ……… Sunday?*
3- *…………….. good!*
4- *Sorry, I'm ……… …*

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - identify new words " Everyday actions " - read the new words - write the new words	✓ *Student's Book* page 16 ✓ *Work book* page 16 ✓ *Green Board* *- CD player* *- Picture Cards*	**Vocabulary :** Everyday actions (have a snack, exercise, use a computer, watch videos, do homework, listen to music, clean up, wash the car)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	**Introduce the Words** Everyday actions (have a snack, exercise, use a computer, watch videos, do homework, listen to music, clean up, wash the car) **Talk About the Picture** Look, **Mona's father** is washing the *car*. His *neighbour* is listening to music. Inside the house, **Hoda** and her friend are watching **videos**. And here is **Mona's grandmother.** Can you see her? She's cleaning up. Tarek, **Mona's brother,** is doing homework. Mona is in the next room. She's using her computer.. **Practise The words :** **A. Listen and repeat.** **B. Point and say the words.** **C. Listen and point.** *Listen to music. Exercise.Have a snack Do homework.Watch videosWash the car.Clean up. Use a computer* *Now listen and point to the speakers.* A: *I'm thirsty. I want water. Do you want water?* (women exercising) B: Yes, I do. A: *Honey, where's the cheese?* (man and woman in kitchen) B: *It's on the shelf.* A: *Oh. There it is. Thanks.* A: *Hi! How are you, Kareem?* (Kareem and man washing car) B: *Fine, thanks. How are you?* A: I'm fine.**D. Write the words. (See pages 32–34.)**	**Workbook** Page 10 **A. Read and circle** Answer Key 1. exercise 2. have a snack 3. use a computer 4. clean up	*5 MS* *10Ms* *20Ms*

Activity	Personalize the Picture. Write man, woman, girl, boy, baby, and dog on the board. Point to and read each word. Students repeat. Divide the class into groups of four to six. Give each group a large piece of paper and crayons or markers.	**Home-assignment**	**Workbook**Page 10 **EX: B. Unscramble and write. Then number. ? EX: C. Read and write.**

Date	Class	Period

Subject Matter

Unit: 4 **Around Town**

Lesson: 3 Practice Time

S.B & W.B Page 17

***Warm up* : Read and circle the odd one:**

1)	dad	zero	mum	man
2)	kitten	window	puppy	rabbit
3)	help	fish	meat	cereal
4)	car	turtle	puppy	lizard

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise *Wh-* questions with *when*; simple present - ask about daily routine	✓ *Student's Book* page 17 ✓ *Work book* page 17 ✓ *Green Board* *- CD player* *-Picture cards*	**Structures:** *Wh-* questions with *when*; simple present [*When do (you) (exercise)? (I) (exercise) (in the morning)./ When does (she) (exercise)? (She) (exercises) (at night).*]).] **Function:** Asking about daily routine	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work	**Introduce the Patterns:** 1. Pronoun Review. 2. I (exercise) (in the morning). 3. (When do (you) (exercise)? (I) (exercise) (in the morning). 4. When does (he) (exercise)? (He) (exercises) (at night). 5. Practise for Fluency. **Practise the Patterns**: **A. Listen and repeat.** **B. Listen and repeat. Then practice with a partner.** **C. Look at page 10. Point to the picture and practice with a partner.** **D. Listen and chant.** Students turn to the Unit 1 song I Want a Fish on page 30.	**Workbook Page 11** **A. Read and circle.** 1. When do they do homework? They do homework in the morning. 2. When does she wash the car? She washes the car in the afternoon. 3. When does it have a snack? It has a snack at night. 4. When does he watch videos? He watches videos in the evening.	*15MS* *15Ms*

Activity	**Make the Sentences.** Do the activity using *I, He, She, They, you, he, she they* grammar cards and Unit 3 Word Time Word Cards and Grammar Cards.	**Hassignment**	**Workbook**Page 10 **EX B. Write the questions and answers.**



Date	Class	Period

Subject Matter

Unit: 4 Around Town

Lesson: 4 Phonics Time

S.B & W.B Page 18

Warm up : **Pattern Review: Sing Along.** Play the Unit 1 song I Want a Fish. Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - distinguish between short and long u - associate the sound of letters with the written form	✓ *Student's Book* page 18 ✓ *Work book* page 18 ✓ *Black Board* - *CD player* - *Picture Cards*	**Sound Focus:** short u, long u (bug, run, up, blue, glue, tune)	❖ *Brain Storming* ❖ *Problem Solving* ❖ Coopera -tive work	**Introduce the Sounds** short u, long u (bug, run, up, blue, glue, tune **Practise the Sounds** Students open their Student's Books to page 4. **A. Listen and repeat.** Focus students' attention on the consonant blend review words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books **B. Do they both have the same u sound? Listen and write √ or ×.** 1. duck, bus duck, bus 2. tube, Sue tube, Sue 3. cup, flute cup, flute 4. sun, bug sun, bug **Answer Key:** 1. √2. √ 3. × 4. √ **C. Read the sentences.** **D. Listen and match.** 1. tube, tube 2. flute, flute 3. duck, duck 4. June, June 5. luck, luck 6. up, up	**Workbook** Page 12 **A. Does it have short u or long u? Read and circle.** **Answer Key** short u: run, gum, bus, up, cup long u: Sue, glue, flute, June **B. Read and circle the words with the same u sound.** **Answer Key** 1. tune, June 2. gum, run 3. duck, up 4. sun, gum 5. run, duck 6. Sue, June **C. Look and write.** Answer Key 1. glue 2. up 3. June 4. tune 5. gum 6. run	*5 MS* *20Ms*

Activity	Check Short u or Long u. Write short u on the left side of the board, and long u on the right side. Divide the class into Teams A and B, **Suggested Words:** fun, tune, Sue, buzz, dune, plume, rug, jut, mud, rule, flute, dug	**Home-assignment**	Circle the odd one out : 1- sun glue flute tune 3- kitten puppy lizard cup 2- duck canary parrot cat 4- bus car truck up

Self –evaluation :

Date	Class	Period
	4-1	
	4-2	

SUBJECT MATTER
Unit: 5 At the hospital
Lesson: 1 Conversation Time
S.B & W.B PAGE 19

Warm up **: Phonics Review: Listen and Write.** Draw two columns on the board. At the top of the first column write *voiceless th*, and at the top of the second column write *voiced th*. Write an example word in each Colum. Get the students give you more examples..

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : give one's address ask for clarification describe physical pain identify speakers in a conversation	✓ *Student's Book* page 19 ✓ *Work book* page 19 ✓ *Green Board* - *CD player*	**Language Focus:** What's your address? 31 Tahrir Street. Pardon me? 31 Tahrir Street. How do you spell "Tahrir"? T-A-H-R-I-R Thank you. Have a seat, please. Thanks.	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ Discussion	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring three students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions: 3. Divide the class into Groups A, B, and C, and model each line of the conversation again. **Talk About the Picture** What's your address? 31 Tahrir Street. Pardon me? 31 Tahrir Street. How do you spell "Tahrir"? T-A-H-R-I-R Thank you. Have a seat, please. Thanks. **Practise the Conversation** **A. Listen and repeat.** Play the recording (first version of the conversation). Students listen and repeat. **B. Listen and point to the speakers.** Play the recording (second version of the conversation) **C. Role-play the conversation with three other students.** Students choose a partner and role-play the conversation. **D. Review. Listen and repeat.** Volunteers try to read or guess the Puppets' conversation.	**Workbook Page 19** Answer Key 1 What's your address? 2 31 Tahrir Street. 3 Pardon me? 4 31 Tahrir Street. 5 How do you spell "Tahrir"? 6 T-a-h-r-i-r. 7 Thank you. Have a seat, please. 8 Thanks Answer Key What's your telephone number? 423-0256. What's your address? 439 Haram Street. How do you spell "Haram"? H-a-r-a-m.	*5 MS* *10M* *15Ms*

Activity	**Combine the Conversations.** Combine the Units 1 and 2 conversations with the target conversation on the board in the following way: *A: Excuse me. Can you help me? B: Sure. What are you looking for? A: I'm looking for my watch. I can't find it. B: What does it look like? A: It's small and red.*	Home-assignment	Workbook Page 19 **EX: B. Fill in the blanks.**

Self –evaluation :



Date	Class	Period
	4-1	
	4-2	

SUBJECT MATTER

Unit: 5 Aat the hospital

Lesson: 2 Word Time

S.B & W.B Page 20

Warm up **: Conversation Review:** Write the Next Line. Students open their Student's Books to page 23 and read the conversation after the teacher or recording. Then divide the class into Groups A and B, and have them dictate alternate lines of the target conversation to you. Write the conversation on the board. Point to each line and elicit the conversation. Rub out the entire conversation

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - learn new words " Personal items " - read the new words - write the new words	✓ *Student's Book* page 20 ✓ *Work book* page 20 ✓ *Green Board* - *CD player* - *Picture Cards*	**Vocabulary :** **1.** eye/eyes **2.** ear/ears **3.** finger/fingers **4.** knee/knees **5.** leg/legs **6.** arm/arms **7.** hand/hands **8.** foot/feet	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	**Introduce the Words** **1.** eye/eyes-**2.** ear/ears- **3.** finger/fingers **Talk About the Picture** Look at all the things on this **table**. This is a **hairbrush**, and that's a **jacket**. These are **glasses**, and those are keys. Miss Nadia is looking for her **glasses**. She can't see very well. **That woman** has a **camera** in her **hand**. **That man** has a **camera** in his **hand**. **~~Practise~~ The words :** **A. Listen and repeat.** **B. Point and say the words.** **C. Listen and point.** *A camera./ A hairbrush.* *An umbrella. / A jacket.* *A wallet. / A lunch box.* *Glasses. / Keys.* *Now listen and point to the speakers.* A: *I can't find my camera!* (boy and girl) *Don't worry. I'll help you.* A: *Thank you.* A: *When do you play basketball?* (two girls carrying balls) B: *I play basketball in the afternoon. When do you play football?* A: *I play football in the morning.* A: *Hey! That's my umbrella!* (boys with umbrella) B: *No, it isn't. It's my umbrella! Oops! Sorry.* A: *Don't worry about it* **D. Write the words. (See pages 32–34.)**	**Workbook Page 20** Answer Key 1. eyes 2. finger 3. leg 4. Feet Answer Key 1. the right-hand picture 2. the right-hand picture	5 MS 10Ms 20Ms

Activity	**Pantomime and Guess the Word.** Divide the class into Teams A and B. Stand the Unit 6 Word Time Picture Cards on the chalktray facing the board. A volunteer from each team comes to the board, picks a card, and pantomimes the word.	Home-assignment	Workbook Page 20 **EX: B. Read and find the picture. Write the name.** *Answer Key* from left to right: Ali, Mai, Hisham, Doaa

Self –evaluation :



Date	Class	Period
	4-1	
	4-2	

SUBJECT MATTER

Unit: 5 Aat the hospital

Lesson: 3 Practice Time

S.B & W.B PAGE 21

Warm up **Vocabulary Review: Raise Two Fingers.** Hold up the Unit 5 Word Time Picture Cards one by one and elicit their names. Then point to a part of your body. Students point to their same body part and name it. Raise two fingers. Students raise two fingers, point to both of the same body part and name them. Do the same with the remaining target body parts._

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : write short sentences read short sentences vocabulary: body parts ask about possessions	✓ *Student's Book* page 21 ✓ *Work book* page 21 ✓ *Green Board* *- CD player* *- Picture Cards*	**Structures:** **My** **Your** **His** **Her** **Its** **foot hurts.** **Your** **Their feet hurt.**	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work ❖ *Chants*	**Introduce the Patterns:** **My** **Your** **His** **Her** **Its** **foot hurts.** **Practise the Patterns**: **A. Listen and repeat.** **B. Listen and repeat. Then practise with a partner.** **C. Look at page 24. Point to the picture and practise with a partner.** Students remain in pairs and look at page 24. They then take turns asking and answering questions about the large scene using the new patterns and vocabulary items. For example: S1: Whose jacket is that? S2: It's hers **D. Listen and sing along.** Students turn to the Whose Keys Are These? song, page 31.	**Workbook Page 21** Answer Key 1. His knee hurts. 2. Their hands hurt. 3. My eye hurts. 4. Our legs hurt. 5. Your finger hurts. 6. Her ear hurts. Answer Key 1. Her knee hurts. 2. Her hand hurts. 3. His eye hurts. 4. His leg hurts. 5. Their fingers hurt. 6. its ears hurt.	*15MS* *15Ms*

Activity	**Whose Lunch Box Is This?** Place students' personal belongings on a desk. Hold up an item and elicit *Whose (lunch box) is that?* The student whose object has been named stands up and says *That's mine*. He/she then goes to the desk and retrieves his/her object.Continue the remaining items.	**Home assignment**	Workbook Page 21 **EX B. B. Write the questions and answers.**

Self –evaluation :



Date	Class	Period
	4-1	
	4-2	

SUBJECT MATTER

Unit: 5 At the hospital
Lesson: 4 Phonics Time
S.B & W.B Page 22

Warm up : **Pattern Review:** Whose Rubber Is It? Students put a personal item in a container or bag. Pass around the container and have students take turn taking out an item and asking *Whose (pen) is this?* Anyone who knows the answer can respond. For example: It's *Amira's./It's hers./It's mine.* Continue in the same way for two to three minutes..

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : distinguish between voiced and voiceless (th) associate sound of letters with written form	✓ *Student's Book* page 22 ✓ *Work book* page 22 ✓ *Black Board* - *CD player* - *Picture Cards*	**Sound Focus:** Mother that this bath thirsty Thursday	❖ *Brain Storming* ❖ *Problem Solving* ❖ Coopera-tive work	**Introduce the Sounds** Mother- that- bath- Thursday **Practise the Sounds** Students open their Student's Books to page 26. **A. Listen and repeat.** Focus students' attention on the final y words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books. **B. Listen to the word. Which pictures have the same *final y* sound? Circle.** *1. sky cry, cry city, city money, money buy, buy* *2. candy thirty, thirty fry, fry family, family fly, fly* **Answer Key:** **C. Read the sentences. Do they both have the same *final y* sound? Listen and write ✓ or ✗.** *1. pity, nosy pity, nosy* *2. try, lady try, lady* *3. berry, lazy berry, lazy* *4. sunny, my sunny, my* *5. lucky, puppy lucky, puppy* *6. fly, by fly, by* . **Answer Key:** ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓6. ✓	**Workbook Page 26** Answer Key that, they, this, mother, brother Answer Key 1. think 2. that 3. this 4. thick 5. these	*5 MS* *20Ms*

Activity	**Stand Up, Sit Down.** Hold up two Unit 6 Phonics Time Word Cards. Students name each card then stand up if the words have the same *final y* sound and stay seated if they have different *final y* sounds. Continue in the same way for five to six minutes, holding up different combinations of cards each time.	Home-assignment	Workbook Page 22 **C. Read and match.**

Self –evaluation



Date	Class	Period
	4-1	
	4-2	

Subject matter
Unit: 6 lost and found things
Lesson: 1 Conversation Time
S.B & W.B page 23

Warm up : **Phonics Review: Listen and Write.** Draw two columns on the board. At the top of the first column write *voiceless th*, and at the top of the second column write *voiced th*. Write an example word in each Colum. Get the students give you more examples..

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - offer help - express thanks - describe the color of objects - identify speakers in a conversation	✓ *Student's Book* page 23 ✓ *Work book* page 23 ✓ *Green Board* *- CD player*	**Language Focus:** *What are you looking for?/ My watch! I can't find it. / Don't worry. I'll help you look for it. / Okay. Thanks. / What colour is it?/ It's red and blue..* **Function :** Offering help; expressing thanks; describing the colour of objects	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ Discussion	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring three students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions: 3. Divide the class into Groups A, B, and C, and model each line of the conversation again. **Talk About the Picture** Scene 1: What's **Mona** doing? What can you see on her **desk**? Scene 2: What colour are these **books**? Scene 3: What colour is Mona's watch? Scene 1: **Mona** can't find her watch. She lost it. Scene 2: **Kareem** will help Mona look for her watch. Scene 3: Mona's watch is red and blue. I hope they find it **Practise the Conversation** **A. Listen and repeat.** Play the recording (first version of the conversation). Students listen and repeat. **B. Listen and point to the speakers.** Play the recording (second version of the conversation) **C. Role-play the conversation with three other students.** Students choose a partner and role-play the conversation. **D. Review. Listen and repeat.** Volunteers try to read or guess the Puppets' conversation.	**Workbook** Page 23 **A. Read and circle.** *Answer Key* 1. What are you looking for? 2. My watch! I can't find it. 3. Don't worry. I'll help you find it. 4. Okay! Thanks. 5. What colour is it? 6. I t's red and blue.	*5 MS* *10M* *15Ms*

Activity	Combine the Conversations.	Home-assignment	Workbook Page 23 EX: B. Fill in the blanks.
	Combine the Conversations. Combine the Units 1 and 2 conversations with the target conversation on the board in the following way: *A: Excuse me. Can you help me? B: Sure. What are you looking for? A: I'm looking for my watch. I can't find it. B: What does it look like? A: It's small and red.*		

Self –evaluation :



Date	Class	Period
	4-1	
	4-2	

SUBJECT MATTER
Unit: 6 lost and found things
Lesson: 2 Word Time
S.B & W.B PAGE 24

***Warm up* : Conversation Review:** Write the Next Line. Students open their Student's Books to page 23 and read the conversation after the teacher or recording. Then divide the class into Groups A and B, and have them dictate alternate lines of the target conversation to you. Write the conversation on the board. Point to each line and elicit the conversation. Rub out the entire conversation

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - learn new words " Personal items " - read the new words - write the new words	✓ *Student's Book* page 24 ✓ *Work book* page 24 ✓ *Green Board* - *CD player* - *Picture Cards*	**Vocabulary :** Personal items (*jacket, camera, umbrella, wallet, hairbrush, lunch box, keys, glasses*)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	**Introduce the Words** Personal items (jacket, camera, umbrella, wallet, hairbrush, lunch box, keys, glasses) **Talk About the Picture** Look at all the things on this **table**. This is a **hairbrush**, and that's a **jacket**. These are **glasses**, and those are keys. Miss Nadia is looking for her **glasses**. She can't see very well. **That woman** has a **wallet** in her **hand**. **That man** has a **camera** in his **hand.** **~~Practise~~ The words :** **A. Listen and repeat.** **B. Point and say the words.** **C. Listen and point.** *A camera./ A hairbrush.* *An umbrella. / A jacket.* *A wallet. / A lunch box.* *Glasses. / Keys.* *Now listen and point to the speakers.* A: *I can't find my camera!* (boy and girl) *Don't worry. I'll help you.* A: *Thank you.* A: *When do you play basketball?* (two girls carrying balls) B: *I play basketball in the afternoon. When do you play football?* A: *I play football in the morning.* A: *Hey! That's my umbrella!* (boys with umbrella) B: *No, it isn't. It's my umbrella! Oops! Sorry.* A: *Don't worry about it* **D. Write the words. (See pages 32–34.)**	**Workbook** Page 24 **A. Circle the odd word.** *Answer Key* 1. jacket 2. wallet 3. keys 4. hairbrush 5. umbrella 6. glasses 7. lunch box 8. camera	*5 MS* *10Ms* *20Ms*

Activity	Home-assignment
Pantomime and Guess the Word. Divide the class into Teams A and B. Stand the Unit 6 Word Time Picture Cards on the chalktray facing the board. A volunteer from each team comes to the board, picks a card, and pantomimes the word.	WorkbookPage 20 **EX: B. Read and find the picture. Write the name.** *Answer Key* from left to right: Ali, Mai, Hisham, Doaa

Self –evaluation :



Date	Class	Period
	4-1	
	4-2	

SUBJECT MATTER

Unit: 6 lost and found things

Lesson: 3 Practice Time

S.B & W.B Page 25

Warm up **Vocabulary Review: Raise Two Fingers.** Hold up the Unit 5 Word Time Picture Cards one by one and elicit their names. Then point to a part of your body. Students point to their same body part and name it. Raise two fingers. Students raise two fingers, point to both of the same body part and name them. Do the same with the remaining target body parts._

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise *Possessive pronouns; demonstrative* pronouns - ask about possession	✓ *Student's Book* page 25 ✓ *Work book* page 25 ✓ *Green Board* - *CD player* - *Picture Cards*	**Structures:** Possessive pronouns; demonstrative pronouns [*Whose (jacket) is this/that? It's (mine)./Whose (keys) are these/those? They're (mine).*] **Function:** Asking about possession	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work ❖ *Chants*	**Introduce the Patterns:** 1. ((It's) (mine). 2. Whose (jacket) is this/that? It's (mine). 3. Whose (keys) are these/those? They're (mine) 4. Practise for Fluency. **Practise the Patterns**: **A. Listen and repeat.** **B. Listen and repeat. Then practise with a partner.** **C. Look at page 24. Point to the picture and practise with a partner.** Students remain in pairs and look at page 24. They then take turns asking and answering questions about the large scene using the new patterns and vocabulary items. For example: S1: Whose jacket is that? S2: It's hers **D. Listen and sing along.** Students turn to the Whose Keys Are These? song, page 31.	**Workbook Page 25** **A. Read and write.** *Answer Key* 1. Whose glasses are those? They're his. 2. Whose keys are these? They're theirs. 3. Whose umbrella is this? It's mine.	15MS 15Ms

Activity	**Whose Lunch Box Is This?** Place students' personal belongings on a desk. Hold up an item and elicit *Whose (lunch box) is that?* The student whose object has been named stands up and says *That's mine*. He/she then goes to the desk and retrieves his/her object.Continue the remaining items.	Home assignment	Workbook Page 21 **EX B. B. Write the questions and answers.**

Self –evaluation :



Date	Class	Period
	4-1	
	4-2	

SUBJECT MATTER
Unit: 6 lost and found things
Lesson: 4 Phonics Time
S.B & W.B PAGE 26

Warm up : **Pattern Review:** Whose Rubber Is It? Students put a personal item in a container or bag. Pass around the container and have students take turn taking out an item and asking *Whose (pen) is this?* Anyone who knows the answer can respond. For example: It's *Amira's./It's hers./It's mine.* Continue in the same way for two to three minutes..

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - identify the final y sound - associate the sound of letters with the written form	✓ *Student's Book* page 26 ✓ *Work book* page 26 ✓ *Black Board* - *CD player* - *Picture Cards*	**Sound Focus:** final y (*July, shy, sky, baby, candy, party*)	❖ *Brain Storming* ❖ *Problem Solving* ❖ Coopera-tive work	**Introduce the Sounds** final y (*July, shy, sky, baby, candy, party*) **Practise the Sounds** Students open their Student's Books to page 26. **A. Listen and repeat.** Focus students' attention on the final y words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books. **B. Listen to the word. Which pictures have the same *final y* sound? Circle.** *1. sky cry, cry city, city money, money buy, buy* *2. candy thirty, thirty fry, fry family, family fly, fly* **Answer Key:** **C. Read the sentences.** **Do they both have the same *final y* sound? Listen and write ✓ or ✗.** *1. pity, nosy pity, nosy* *2. try, lady try, lady* *3. berry, lazy berry, lazy* *4. sunny, my sunny, my* *5. lucky, puppy lucky, puppy* *6. fly, by fly, by* . **Answer Key:** ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓6. ✓	**Workbook** Page 26 **A. Which pictures have the same final y sound? Circle.** *Answer Key* candy: baby, Hany, bunny sky: shy, July **B. Does it have a final y sound? Write✓ or ✗.** **Answer Key:** ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓6. ✓	*5 MS* *20Ms*

Activity	**Stand Up, Sit Down.** Hold up two Unit 6 Phonics Time Word Cards. Students name each card then stand up if the words have the same *final y* sound and stay seated if they have different *final y* sounds. Continue in the same way for five to six minutes, holding up different combinations of cards each time.	Home-assignment	**Workbook** Page 22 **C. Read and match.**

Self –evaluation



Date	Class	Period

SUBJECT MATTER
Review 2
Story Time
S.B & W.B PAGE 27

Warm up **: Review Units 4 – 6 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 15, 19, and 23), Word Time page (pages 16, 20, and 24), and Practice Time page (pages 17, 21, and 25). Elicit each conversation, vocabulary item, and pattern.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise units 4–6 conversations, vocabulary, and patterns - revise previously learned items	✓ *Student's Book* page 27 ✓ *Work book* page 27 ✓ *Green Board* *- Coloured Chalk* *- CD player*	**Review Focus:** Units 4–6 conversations, vocabulary, and patterns	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ self-learning	**Work with the Pictures** Students open their books to page 27. Divide the class into groups of three. Groups find and name any items or characters they recognize in the six scenes. **Work with the Text** Point to Sokkar's speech bubble in Scene 1. A volunteer tries to read what Sokkar is saying. If he/she reads correctly, do the same with Sokkara's speech bubble. If he/she does not read correctly, ask another student. **Practise the Story** **A. Listen and repeat.** **B. Look at A. Listen and point.** **C. Listen. Circle True or False.** *1. Sokkara has an umbrella.* *Sokkara has an umbrella.* *2. The nurse has a camera.* *The nurse has a camera.* *3. Sokkar's ears hurt.* *Sokkar's ears hurt.* *4. Sokkar's address is 123 Nile Street.* *Sokkar's address is 123 Nile Street.* *5. Sokkara's leg hurts.* *Sokkara's leg hurts.* *Answer Key:* 1. False 2. False 3. True 4. True 5. False **D. Role-play these scenes.** Ask students what roles are needed to roleplay the conversation. List the roles on the board (Sokkar, Sokkara).	**A. Read and write.** *Answer Key* 1. What's his address? 172 El-Haram. 2. What time does it leave? Five-thirty. 3. What's she looking for? She's looking for her umbrella. 4. What's their address? 17 Candy Road. **B. Look and fill in the puzzle. Then draw.** *Answer Key* 1. eyes lunch box hairbrush wallet arm keys extra word: subway 2. umbrella taxi jacket ferry camera leg finger extra word: bicycle	*10MS* *10Ms* *10Ms*

Activity	Home-assignment
Listen and pantomime. Divide the class into pairs, and have students in each group take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Students in each pair then change roles and pantomime the story again.	**Read and choose the correct answer :** 1- (This – These) are glasses. 2- (That – Those) is a boy. 3- Whose (key – keys) are these ? 4- Whose hairbrush (is – are) this ? 5- Let's (go – goes – going) to the nurse. 6- What colour (is – are) the bags ? 7- What colour (is – are) the watch ?

Self –evaluation :



Date	Class	Period

SUBJECT MATTER
Review 2
Activity Time
S.B & W.B PAGE 28

Warm up : **Review Units 4–6 Vocabulary and Sounds.**
Students turn to each Word Time page (pages 16, 20, and 24) and Phonics Time page (pages 18, 22, and 26). Elicit each vocabulary item and sound

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise units 4–6 vocabulary, patterns, and sounds - revise previously learned items	✓ *Student's Book* page 28 ✓ *Work book* page 28 ✓ *Green Board* - *CD player* - *Picture cards*	**Review Focus:** Units 1–3 vocabulary, patterns, and sounds)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning*	Review Students open their Student's Books to page 28. **A. Read and circle True or False.** *Answer Key:* 1. a. False b. False 2. a. True b. False 3. a. True b. True **B. Unscramble the words. What is Mona saying?** *Answer Key:* 1. jacket 2. train 3. ferry 4. bicycle My knee hurts. **C. Read the word. Then write the past form.** *Answer Key:* *1. bought 2. did 3. drank 4. ate 5. fed 6. went* *7. hung 8. had 9. made 10. put 11. saw 12. set* *13. swept 14. took 15. won*	**Workbook** Page 28 **A. Read and find the picture. Then write the name.** *Answer Key* 1. Amira 2. Mai 3. Hend 4. Dalia **B. Circle the word with a different th or final y sound.** *Answer Key* 1. brother 2. sky 3. these 4. party **C. Look and write ch, tch, or sh.** *Answer Key* 1. witch 2. shell 3. peach 4. fish	*20Ms*

Activity	**Classification.** Place the Units 4 – 6 Word Time Picture Cards along the chalktray. Then make three columns on the board, one labeled *Transportation*, one labelled Body, and the third labeled *Personal Things*.	Home-assignment	**Punctuate the following sentences :** 1- i ll help you my dad 2- what s doaa looking for 3- it s hot and sunny in july 4- the birds fly in the sky in july 5- does hany go to school on Friday 6- let s visit giza 7- what colour is reham s coat

Self –evaluation :

